

# Music Curriculum Statement

## INTENT

### Purpose of Study

At SS John Fisher and Thomas More, we believe that music is a universal language that embodies one of the highest forms of creativity. We intend to provide a high quality music education that will engage and inspire pupils to develop a love of music and their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement.

The intention is for every child to be confident in singing, playing instruments, listening to and appraising music, composing and performing.

### Rationale

Our Music curriculum is designed to support the teaching of the seven musical elements : Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure.

### EYFS

- To develop the singing voice
- To become familiar and confident with a range of classroom percussion instruments
- To listen to and respond to music.

### KS1

- To develop singing/chants/rhymes
- To play tuned and untuned instruments musically
- To listen to and appraise live and recorded music
- To experiment with and create sounds using the inter-related dimensions of music.

### KS2

- To increase accuracy/fluency in singing - develop two-part singing
- To play instruments in ensembles/solo/have opportunities to perform
- To listen to and appraise live and recorded music
- To compose using the inter-related dimensions of music
- To read staff and other musical notation
- To develop an understanding of the history of music.

## IMPLEMENTATION

There are four main steps in the progression of music in our school:

### Starting Out: EYFS

The children experience music in a holistic way, focusing on the musical elements to a limited extent. They listen and respond with enjoyment to songs, music and rhymes. The children explore and experiment with a wide variety of sounds. They

also become familiar with classroom instruments and the discipline and routine of the music lesson.

### **Feeding In : Years 1 and 2**

Children develop specific skills in handling their voices and instruments. They begin to use tuned percussion and to identify the names of classroom instruments. They respond physically when performing, composing and appraising music, and can identify pulse and rhythm in a song or piece of music. Working to develop these skills, they explore the musical elements and gain an understanding of how music works.

### **Feeding In : Years 3 and 4**

The children continue to develop specific skills in handling their voices and instruments. They identify repeated patterns in a variety of music. (Ostinato), and can compose their own ostinatos and melodies, working in pairs. The children record their compositions using informal symbols. The children are able to identify melodic phrases and play or sing them by ear, thus increasing their aural memory. They begin to sing expressively with awareness and control, using a wider vocal range. They begin to understand how mouth shapes can affect vocal sounds, and can sing in tune.

### **Taking Off: Years 5 and 6**

Having gained basic skills and understanding, the children are able to work independently, focusing on specific composing techniques, evaluating their own and others' performances and directing performances. They play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. The children are able to sing a round in two parts, identifying the melodic phrases and understanding how they fit together. They now move from informal methods of recording music to using and understanding the staff and other musical notations. They appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions and from great composers and musicians. The children also begin to develop an understanding of the history of music.

Each week every child receives 30 minutes discretely taught music (15-20 minutes EYFS) either by the class teacher or specialist music teacher. This is taught through a skills-based curriculum in Term 1, enabling the class teacher to embed the musical skills appropriate to the age group. In terms 2 and 3, music is taught through topic where appropriate, alongside the continued development of musical skills.

KS1 and KS2 have weekly singing assemblies, focusing on vocal technique and vocal warm- ups leading to performance opportunities. (TBC)

Key Stage singing squares, where each class learns a song and performs it to their peers.

Years 3 and 4 have class drumming lessons.

Years 5 and 6 learn tin whistles and recorders during PPA.

Years 2 - 6 have the opportunity to sing in the choir.

KS2 can attend drumming club and tin whistle club.

## IMPACT

In our school, children are learning to work both independently and as part of a group, ensuring that skills of resilience, co-operation and team work are promoted in the study of music.

We measure the impact of our music curriculum through the following methods:

- Summative assessment of pupil discussions about their learning
- Summative assessments are analysed on a termly basis using the school's own band tracker 1-5 to inform and address any trends or gaps in attainment
- Interviewing the pupils about their learning (pupil voice)
- Audio and video clips of compositions/singing/playing
- Children's own self-assessment of their learning
- Performances and community engagements
- Opportunities to perform outside of school, within our local and wider environment, provide our children.

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